

Curriculum Plans for Year 3

September 2015

	INCREDIBLE ICE AGE (H/G)	THE ROMANS (H)	RAINFORESTS (G)
	What changes did the Ice Age cause?	What did the Romans do for us?	Why are rainforests important?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Narrative</u> The Croods Novel (5 weeks including basic skills)	<u>Narrative</u> Escape from Pompeii - Christina Balit (4 weeks) Adventure / mystery story.	<u>Narrative</u> The Great Kapok Tree (4 weeks)
	<u>Explanations and Instructions</u> Ask Dr. K Fisher about weather (4 weeks)	<u>Performance Poetry</u> Marching chants - 'I am a Roman Legionnaire' (2 weeks)	<u>Fairy Tales and Play Scripts</u> Hansel and Gretel - Anthony Browne (3 weeks)
	<u>Visual Literacy</u> Ice Age (4 weeks)	<u>Reports</u> Life as a Roman soldier (4 weeks)	<u>Information Texts</u> Journey into the Rainforest - Tim Knight (3 weeks)
	INCREDIBLE ICE AGE	<i>Extra text:</i> The myth and legend of Romulus and Remus Myths and legends	<i>Extra text:</i> The Lorax by Dr. Seuss
Grammar (within Literacy)	Use of adverbs to begin a sentence (e.g. <i>suddenly...</i> , <i>carefully...</i>) Expressing time and cause using conjunctions (e.g. <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>because</i>), adverbs (e.g. <i>then</i> , <i>next</i> , <i>soon</i> , <i>so</i>), or prepositions (e.g. <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>) Appropriate use of nouns or pronouns to avoid ambiguity and repetition Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation. Use of commas after a subordinate clause at the beginning of a sentence (e.g. <i>Although it was raining, we went out to play.</i>) Identifying main and subordinate clauses in complex sentences Introduction of apostrophes to mark singular and plural possession (e.g. <i>the girl's name</i> , <i>the boy's boot</i>)		
Grammar (discreet)	<ul style="list-style-type: none"> Word families based on common words Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said</i>) Further work on speech marks to punctuate direct speech 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Introduction of the grammatical difference between plural and possessive <i>-s</i> Teach when to use/not to use an apostrophe for it's/its 	<ul style="list-style-type: none"> Teach when to use/not to use an apostrophe for it's/its Review Year 3 objectives (above average to look at adverbial phrases and some other Year 4 objectives)

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<p>Numeracy</p>	<p><u>Number and Place Value -</u></p> <ul style="list-style-type: none"> - count from 0 in multiplies of 4,8, 50 and 100. - find 10 or 100 more or less than a given number - recognise place value of each digit in a three- digit number (hundreds, tens and ones) - compare and order numbers up to 1000 - read and write numbers up to 100 in numerals and in words. - Identify, represent and estimate numbers using different representations. - Solve number problems and practical problems involving these ideas. <p><u>Number - addition and subtraction</u></p> <ul style="list-style-type: none"> -_add and subtract numbers mentally- 3 digits and ones, 3 digits and tens, 3 digits and hundreds. - add and subtract numbers up to three digit, using formal written methods of columnar addition and subtraction. - estimate the answer to a calculation and use the inverse operations to check answers - Solve problems . including missing number problems, using number facts, place value and more complex addition and subtraction. 	<p><u>Number - Multiplication and Division</u></p> <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two- digit numbers times one digit numbers, using mental and progressing formal written methods. - solve problems, including missing number problems, involving multiplication and division problems, including positive integer scaling problems. <p><u>Measure</u></p> <ul style="list-style-type: none"> - add and subtract lengths (m,cm,mm) mass (kg,g) and volume and capacity (l/ml) - measure the perimeter of simple 2D shapes. - add and subtract amounts of money to give change, using both £ and p in practical contexts. - Compare durations of events (time) - measure and compare lengths (m,cm,mm) mass (kg,g) and volume and capacity (l/ml) - tell and write the time from an analogue clock, including using roman numerals from 1 to x11, and 12 hour and 24 hour clocks - estimate and read time with increasing accuracy to the nearest minutes; record and compare times in terms of seconds, minutes and hours - know the number of seconds in a minute and the number of days in each month, year and leap year. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> - find fractions by dividing numbers by 10 and 100 - recognise , find and write fraction of discrete set objects; unit fractions with small denominators - recognise and use fractions as numbers; unit fractions and no unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions - compare and order unit fractions and fractions with the same denominators - solve fraction problems. <p><u>Geometry</u></p> <ul style="list-style-type: none"> - draw 2D shapes and make 3D shapes using modelling materials recognise 3D shapes in different orientations and describe them. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than right angles. - recognise angles as a property of shape or description of a turn. <p><u>Statistics</u> - interpret and present data using bar charts, pictograms and tables.</p> <ul style="list-style-type: none"> - solve one step and two step problems using information presented in scales bar charts and pictograms and tables.
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Geography	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p><u>Mapping Skills, Glaciation and Land Change</u></p> <p>Locate the world's countries, using maps to focus on Europe and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European.</p> <p>Comparison with South West Region.</p> <p>Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p> <p>Identify the position and significance of Arctic and Antarctic Circle.</p>	<p><u>Human and Physical Geography</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>South America and Topographical Features</u></p> <p>Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones (including day and night).</p>
History	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae (link to Stig of the Dump).</p>	<p><u>The Roman Empire and its impact on Britain</u></p> <p>Julius Caesar's attempted invasion in 55-54 BC.</p> <p>The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, e.g. Boudicca.</p> <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland).</p> <p><u>A local history study</u></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	

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Science	<p><u>Animals and Humans (Yr3)</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rocks (Yr3)</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rocks</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><u>Forces and Magnets (Yr3)</u></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Light (Yr3)</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><u>Plants (Yr3)</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
RE	<p><u>Worship, Pilgrimages and Sacred Places</u></p> <p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p>	<p><u>Religion, Family and the Community</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>Describe the variety of practices and ways of life that are closely connected to beliefs and teachings.</p> <p>Reflect on what it means to belong to a faith community, communicating their own and others responses thoughtfully</p> <p>Discuss their own and others views of religious truth and belief, expressing their own ideas clearly.</p>	<p><u>Teachings and Authority</u></p> <p>Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.</p> <p>Identify and begin to describe the similarities and differences within and between religions.</p> <p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>Discuss their own and others views of religious truth and belief, expressing their own ideas clearly.</p>

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	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		
Computing	<p><u>We are programmers - Programming an animation</u></p> <ul style="list-style-type: none"> Create an algorithm for an animated scene in the form of a storyboard Write a program in Scratch to create the animation Correct mistakes in their animation programs <p><u>We are bug fixers - Finding and correcting bugs in programs</u></p> <ul style="list-style-type: none"> Develop a number of strategies for finding errors in programs Build up resilience and strategies for problem solving Increase their knowledge and understanding of Scratch Recognise a number of common types of bug in software 	<p><u>We are presenters - Videoing performance</u></p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Work with various forms of output and input. Use technology safely, respectfully and responsibly. <p><u>We are network engineers - Exploring computer networks, including the internet</u></p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>We are communicators - Communicating safely on the internet</u></p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of different programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely <p><u>We are opinion pollsters - Collecting and analysing data</u></p> <ul style="list-style-type: none"> Understand some elements of survey design Understand some ethical and legal aspects of online data collection Use the web to facilitate data collection Gain skills in using charts to analyse data Gain skills in interpreting results
D&T	<p><u>Moving Ice Age Pop-up Books</u></p> <p>Understand and use mechanical systems in their products, such as levers.</p>	<p><u>Roman Chariots</u></p> <p>Understand and use mechanical systems in their products, such as cams.</p>	<p><u>Rainforest Puppets</u></p> <p>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, joining and finishing, accurately.</p>
Food & Nutrition	<p><u>Hunting and Gathering</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Italian Pizzas</u></p> <p>Prepare and cook pizza predominantly savoury dishes using a range of cooking techniques (contact Pizza Express)</p>	<p><u>Growing Seasons</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Fairtrade links.</p>

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Art & Design	<p style="text-align: center;"><u>Cave Paintings</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>	<p style="text-align: center;"><u>Mosaics</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Make Roman clay pots and Roman mosaics.</p>	<p style="text-align: center;"><u>Drawing-Rainforest Nature and Patterns</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		
	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Painting with sound(exploring descriptive sounds) Sing and perform 'Hey hey we're the Monkeys' and 'Ain't no Mountain High Enough'.</p> <p><u>Develop an understanding of the history of music, drawn from different traditions and from great composers and musicians.</u></p> <p>Study the music created by cavemen.</p>	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p>Sing and perform 'Ba Ba Ba Boudicca' and 'Just like a Roman'</p> <p>Rhythmic work /writing a Roman rap.</p> <p><u>Appreciate and understand a wide range of high-quality live and recorded music.</u></p> <p>Study the music of Roman times.</p>	<p><u>Listen with attention to detail and recall sounds with increasing aural memory</u></p> <p><u>Exploring pentatonic sounds</u></p> <p>Sing and perform 'Lonely Jaguar' and 'It takes a hundred years'.</p> <p><u>Appreciate and understand a wide range of high-quality live and recorded music.</u></p> <p>Study the musical sounds of the rainforest.</p>
PE	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Gymnastics:</u> Symmetry & Asymmetry <u>Dance:</u> The Evolution of Man <u>Games:</u> Multi-skills Activities <u>Invasion Game:</u> Basketball</p>	<p><u>Gymnastics:</u> Travelling with a Change of Front and Direction <u>Dance:</u> Gladiators/ Roman Legionnaires <u>Games:</u> Tennis</p>	<p><u>Swimming</u> <u>Gymnastics:</u> Rolling <u>Dance:</u> The Rainforest (Plants and Animals) <u>Striking and Fielding Games:</u> Rounders</p>
MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		

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	<p style="text-align: center;"><u>Describing the Environment</u></p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p style="text-align: center;"><u>Food and the Body</u></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p style="text-align: center;"><u>Animals and the World</u></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>
PSHE	<p>PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time and during assemblies.</p> <p>Enterprise activities- make and sale cookies to parents during Roman open afternoon. Summer term - make and sale rainmakers and rainforest art during the rainforest topic.</p>		